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ABSTRACT

This profile was compiled from data collected in a survey conducted by the Commission on Multicultural Education of the American Association of Colleges for Teacher Education. The first section of the document provides an overview of the multicultural/bilingual education activities of the responding 33 national education organizations. The second section lists (by individual organizations): (1) purpose; (2) membership; (3) specific activities in multicultural and/or bilingual education; (4) support for multicultural activities; (5) specific ethnic or language groups for which activities are targeted (if other than multiethnic); (6) expected focus of future multicultural education activities; and (7) whether the organization publishes materials in this area. The third section lists (by individual organizations) publications related to multicultural education. (JD)

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PROFILE OF THE MULTICULTURAL/BILINGUAL EDUCATION ACTIVITIES OF PROFESSIONAL AND RELATED EDUCATION ORGANIZATIONS

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PROFILE OF THE MULTICULTURAL/BILINGUAL EDUCATION ACTIVITIES OF PROFESSIONAL AND RELATED EDUCATION ORGANIZATIONS

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May 1978

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INTRODUCTION

This *Profile of Multicultural/Bilingual Education Activities of Professional and Related Education Organizations* was compiled from data collected in a "Survey of Multicultural Education in Professional Associations" that was conducted by AACTE's Commission on Multicultural Education. Initially, 116 professional and related education organizations were identified and mailed the survey in the fall of 1977. Thirty-nine organizations returned the survey instrument, often with supplemental materials. Thirty-three of these respondents indicated that their organization was involved in some aspect of multicultural and/or bilingual education.

This document is divided into three sections. The first section provides an overview of the multicultural/bilingual education activities of the responding organizations. The second section lists by individual organizations (1) its purpose; (2) its membership; (3) its specific activities in multicultural and/or bilingual education; (4) the support for its multicultural education activities; (5) the specific ethnic or language groups for which activities are targeted if other than multiethnic; (6) the expected focus of future multicultural education activities; and (7) whether the organization publishes materials in this area. The third section lists by individual organizations, its publications related to multicultural education. When available, the cost of these documents is provided. If the reader is interested in ordering any of the listed publications, addresses and telephone numbers of each organization are provided in the second section of this document.

This document is one in a series of documents to be issued by the AACTE on multicultural teacher education as a result of a project sponsored by the National Institute of Education. A major outcome of the project was the development of revised accreditation standards for teacher education with significant emphasis

on teacher education for a plural society. These standards will go into effect January 1, 1979.

Other documents in this series are a result of recent national surveys by the AACTE Commission on Multicultural Education. These include: (1) *Directory of Multicultural Education Programs in U.S. Teacher Education Institutions, 1978*; (2) *Multicultural Education in American Teacher Education: The State of the Scene*; and (3) *State Legislation, Provisions and Practices Related to Multicultural Education.*

The publication of these documents has two purposes. First they are designed to inform the national education community of current policies and practices in multicultural education. Second, they are issued in order to assist American teacher educators in developing and improving their undergraduate and graduate programs of education personnel preparation consistent with the needs of a pluralistic society.

ACKNOWLEDGEMENT

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OVERVIEW OF MULTICULTURAL/BILINGUAL EDUCATION
ACTIVITIES OF PROFESSIONAL AND RELATED EDUCATION ORGANIZATIONS

Of the 33 responding organizations with activities related to multicultural/bilingual education, five were not professional education associations per se, but related education organizations that contribute greatly to the area of multicultural education. These included the Anti Defamation League of B'nai B'rith, the Center for Applied Linguistics, Center for Migration Studies, Foundation for Change, and the Intercultural Network, Inc. These five organizations published over half of the publications related to multicultural/bilingual education provided in this document. The other 28 organizations were professional education associations to which professors and administrators of teacher education may belong.

Twenty-six of the responding organizations reported the specific professional composition of their membership as follows:

College Professors	24	organizations
Graduate Students	19	
College Administrators	15	
Elementary Teachers	14	
Secondary Teachers	14	
Preschool/Elementary Administrators	12	
Undergraduate Students	12	
Secondary Administrators	10	
Community Leaders	9	
Preschool Teachers	8	
Legislators/Government	5	
Librarians	2	

Twenty-seven of the responding organizations indicated from where the financial support for their multicultural/bilingual education activities came. Membership dues attributed for the major portion of support although sometimes supplemented with funds from the federal government, private foundations, and the sale of publications. The following summarizes the source of support for multicultural/bilingual education activities:

Membership Dues	21	organizations
U.S. Office of Education	6	
Other Federal Funds	6	
Private Foundations	7	
Sale of Publications	4	

Activities in Multicultural/Bilingual Education

For this survey the respondents were asked to indicate whether their activities were multicultural in nature or were specifically bilingual. The definitions of these two terms as used in this questionnaire were:

> *MULTICULTURAL EDUCATION* is an educational concept which values the culturally pluralistic nature of the United States and thus the community and student population that schools serve. The following definition is taken from the preamble to Standard 2.1.1 of the 1977 *Standards for the Accreditation of Teacher Education:*
>
> > Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.
>
> *BILINGUAL EDUCATION* is recognized as an integral part of the multicultural education concept. It is defined separately for this survey, however, because it is distinguished by the dimension of two languages as well as cultural diversity. Bilingual education utilizes both English and the native languages of students in the school program and also provides experiences for learning about the cultural heritage of the non-English speaking ethnic group. These programs may range from transitional programs aimed at having students learning English after several years to a multiclingual/multicultural program in which students learn to function totally in two languages and cultures.

These definitions imply that multicultural education is the all encompassing concept while bilingual education is a specific concept or program within multicultural education.

All but one of the responding organizations indicated that they have at least one activity related to multicultural education. Most often organizations were involved in publishing books or monographs related to multicultural education. Two-thirds of the organizations published such materials. The next frequently checked activities were (1) emphasize in at least one session at the annual meeting; (2) publish articles in the official journal or newsletter; (3) convene task forces or committees with the responsibility for multicultural education; (4) have adopted a position statement on multicultural education; and (5) sponsor workshops

or institutes. Over one-third of the organizations indicated that they conduct research and development activities in multicultural education, prepare curriculum or teacher resource materials for the college level, have staff members assigned to implement these activities, facilitate the dissemination of information about operationally and programmatically successful programs, and/or provide a clearinghouse for informational, research and analytical studies. Less than one-third of the organizations undertook the other activities listed as Question 2 on the survey. The organizations with the greatest involvement in multicultural education activities included the National Council of Teachers of English, Center for Applied Linguistics, Council for Exceptional Children, National Education Association, and American Association of Colleges for Teacher Education. A summary of the responses to the extent of the organization's involvement in multicultural and bilingual education are shown in Chart 1.

Twenty-four organizations indicated that they have activities specifically focusing on bilingual education. This involvement was most often as an emphasis in at least one session of the annual meeting and/or articles published in the official journal or newsletter. The organizations most active in this area included the National Council of Teachers of English, Center for Applied Linguistics, National Education Association, National Association of Mexican American Educators, American Hungarian Educators Association, and the National Association of School Psychologists. A summary of responses in this area is shown in Chart 1.

The major emphasis of multicultural/bilingual education activities planned for the future by these organizations is in the area of training and publication of materials. Other future activities mentioned by one or more of the organizations included the convening of task forces, meeting or conferences with a multicultural of bilingual emphasis, scholarship programs for minorities, the development of a resource list of minorities in various professions, curriculum development, resource center, and research.

Organization	Have Adopted a Position Statement	Convene Task Forces	Conduct Research & Development Act.	Staff Member Assigned	Publish Books or Monographs	Prepare Curriculum/ Resources--Preschool	Prepare Curriculum/ Resources--Elementary	Prepare Curriculum/ Resources--Secondary	Prepare Curriculum/ Resources--College	Publish Articles in Official Journal	Emphasize at Annual Meeting	Sponsor Workshops/ Institutes	Consultation for Proposal Development	Information about Funding Agencies	Information about Successful Programs	Consultative Service	Clearinghouse of Materials	Information about Federal/State Legis.	Other
American Association for Higher Education					M				M	M	M			M	M		M		
American Assoc. of Colleges for Teacher Education	M	M	M	M	M				M	MB	M	M			M		M	M	
American Association of School Adminstrators	M										B								
American Association of School Librarians	M	MB			MB		MB	MB		MB	M						MB		
American Educational Research Association			B		MB					MB	B								
American Hungarian Educators Association	B	B	MB			B	B	B	M	MB	MB	MB		M	M	M	MB	MB	M
American Personnel & Guidance Association	MB		M	B	M					MB	MB	M	MB	MB				MB	B
American Vocational Association										B	MB								
Anti Defamation League of B'nai B'rith	M		M		M			M	M		M	M			MB	M	M		
Association for Childhood International	M	M		M						MB	MB								
Association for Supervision & Curriculum Development	MB	MB	MB	MB	M		M	M		MB	MB							MB	
Association of American Indian Affairs					M					M									
Association of Teacher Educators		M			M		M					M							
Center for Applied Linguistics		MB	MB	MB	MB		MB	MB	MB	MB		MB	MB	MB	MB	MB	MB	MB	MB
Center for Migration Studies		M	M	M	MB				MB				M		M		M		
Council for Exceptional Children	M	M	M	M	MB	M	M	M	M	M	M				M	M	M	M	
Council on Anthropology and Education										M	MB							B	
Foundation for Change				M	M		MB	M	M	M	M	M			M	M			M
Intercultural Network, Inc.			M		M				M		M								
National Assoc. for Equal Opportunity in Higher Ed		M	M								M		M	M	M			M	
National Assoc. of Elementary School Principals	M									MB	MB								
National Assoc. of Interdisciplinary Ethnic Studies					M					M	M								
National Assoc. of Mexican American Educators	B	B		B		B	B	B	B	B	B			B	B			B	
National Assoc. of School Psychologists	MB	MB	MB	MB	MB					MB	MB	MB				MB			
National Council for Accreditation of Teacher Ed	M	M			M							M							
National Council of Teachers of English	M	MB	MB	MB	MB	MB	MB	MB	MB	MB	MB	MB		MB	MB	M	MB	MB	
National Council of Teachers of Mathematics	MB										MB								
National Education Association	MB	MB		MB	MB	MB	MB	MB	MB	MB	MB	MB			MB		MB	MB	
National School Board Association			M	M						B	MB	M	M				M	M	
National Study of School Evaluation		M			M														
Speech Communication Association	MB	M			M				M	M		M					B		
Student National Education Association	MB	M		MB			M	M		MB	M	M							
Western Interstate Commission on Higher Education		MB			M		M		M	B	B	M							

CHART 1 : MULTICULTURAL/BILINGUAL EDUCATION ACTIVITIES

M: Multicultural
B: Bilingual

Target Ethnic/Language Groups

Most of the organizations approach this area from a multicultural or multi-ethnic perspective with most of the activities directed at or about more than one ethnic group. Seven organizations stated that these activities focus on minority groups that included Afro Americans, Hispanic Americans (usually Puerto Rican or Mexican American), Asian Americans, and American Indians. The activities of the American Association for Higher Education and the National Association for Equal Opportunity in Higher Education focused on Black concerns; the National Association of Mexican American Educators on Mexican Americans; the Association of American Indian Affairs on American Indians; and the American Hungarian Educators Association on Hungarians and Eastern Europeans.

Position Statements

Although sixteen organizations indicated that they had a position statement on multicultural education and nine on bilingual education, only six organizations submitted a copy of their position statement with the survey. The complete text of the position statements of these six groups can be found in Appendix A.

The position statements of both the American Association of Colleges for Teacher Education (AACTE) and the Association for Supervision and Curriculum Development (ASCD) were developed by Commissions appointed with the responsibility for multicultural education in each of the organizations. The statements both appear to include four issues: (1) the culturally pluralistic nature of the United States; (2) a definition of multicultural education; (3) the need for education to reflect cultural pluralism, and (4) some specific suggestions for the implementation of multicultural education. The AACTE statement is directly related to teacher education while the ASCD statement encompasses all levels of education.

The position statement of the National Council of Teachers of English was developed by their Task Force on Racism and Bias in the Teaching of English. This

began as a set of guidelines for teachers, textbook selection committees, publishers, and others involved in the teaching of English. The Task Force's "Criteria for Teaching Materials in Reading and Literature" was adopted by the Board of Directors as NCTE policy in 1970.

The position statements of the American Association of School Administrators (AASA), the National Association of Elementary School Principals (NAESP), and the Student National Education Association (SNEA) are from their Platforms as adopted by the members at their respective annual meetings. The resolutions related to multicultural education of the AASA included school integration as the preparation for participation in America's pluralistic society. AASA also has a resolution encouraging the participation of Native Americans in the local decision making regarding their schools. Their third resolution was entitled *International Education* and urged the establishment of educational programs which reflect the diversity of the world's cultures and a world community.

The 1978 Platform of the NAESP included resolutions entitled *Multiethnicity, English as a Second Language, Human Relations, Discriminatory Practices,* and *Affirmative Action.* The *Goals of NAESP*, adopted in 1976, include *(1) A Positive Image for Every Child* and *(2) An Equal Opportunity for Every Child.* Both of these goals state the importance of understanding the varied living styles, abilities, ethnic heritage, religion, race and geographic location of all students.

The resolutions of the SNEA include at least four related to multicultural education: *Improvement of Instruction, Bilingual-Multicultural Education, Human Relations in the School,* and *Human and Civil Rights.*

All of these position statements and resolutions are directed at what the membership and the profession that they represent should do to better reflect cultural pluralism in education. All of the statements promote the development and implementation of multicultural education and what multicultural education implies. None of these statements outlines what the organization itself should

do to bring about the changes implied. The activities in multicultural/bilingual education undertaken by the various organizations are probably an attempt to encourage the actual adoption by the profession of the resolutions and policy statements.

None of the statements, however, speak to the organizational structure of the associations themselves. The implications and desirability of multicultural education for the profession and for students in the educational systems are fairly clear in these statements. It is questionable though whether the associations themselves have examined carefully or implemented within their own organization the intent of multicultural education.

Publications

The five organizations that are not professional education associations published over half of the materials related to multicultural and bilingual education. Twenty-three of the organizations published at least one document in this area. The total number of documents published by an organization ranged from 1 to 74 with the Anti Defamation League of B'nai B'rith being the largest producer. The National Education Association was the second largest producer of related documents followed by the Center for Applied Linguistics and the Foundation for Change. The ethnic focus, scope, and type of documents produced by the various organizations are summarized in Chart 2.

Of the 321 documents listed in the bibliography of the third section of this document, the ethnic or cultural focus was most often multicultural, encompassing more than one ethnic group or emphasis on cultural senstitivity or awareness. Seventeen of the publications appeared to have a bilingual emphasis. Twenty-seven were specifically about Afro Americans; nineteen about Hispanic Americans; twelve about American Indians; eleven about Asian Americans; and thirty about other specific ethnic groups.

Organization	Total Publications	Ethnic Focus							Scope of Document															Type of Document							
		Multicultural	Bilingual	Afro American	American Indian	Asian American	Hispanic American	Other Ethnic	Discrimination/ Racism/Sexism	Language	History/Social Science	Literature	Human Relations	Race	Ethnicity/Cultural Pluralism	Women	Curriculum/Instruction/Texts	Testing	General Education	Higher Education	Law/Legislation	Miscellaneous	Printed	Multimedia	Tape	Filmstrip	Film	Simulation Game	Slides	Photos
American Association for Higher Education	4	3		1																4			4							
American Assoc. for Colleges of Teacher Education	6	6													3		3						6							
American Assoc. of School Administrators	0																													
American Assoc. of School Librarians	0																													
American Educational Research Association	0																													
American Hungarian Educators Association	0																													
American Personnel & Guidance Association	1		1							1													1							
American Vocational Association	0																													
Anti Defamation League of B'nai B'rith	74	46		9			9	10	22	1	21	2	2	4	6	2	7	1				6	53			5	12	3	1	
Association for Childhood Education International	8	8							1						3		3					1	8							
Association for Supervision & Curriculum Development	6	6													2		4						6							
Association of American Indian Affairs	3				3						1	1										1	3							
Association of Teacher Educators	1	1															1						1							
Center for Applied Linguistics	48	13	10	3	5	4	2	11		35	1						4		3		2	3	47				1			
Center for Migration Studies	18	9						9			9				4		1				2	2	18							
Council for Exceptional Children	16	5		2	2	3	4				5				1		5	1	1			3	8		8					
Council on Anthropology & Education	1	1													1								1							
Foundation for Change	42	32		3	2	1	4		19		8	3					1		1		2	8	37			3				
Intercultural Network, Inc.	0																													
National Assoc. for Equal Opportunity in Higher Ed	0																													
National Assoc. of Elementary School Principals	0																													
National Assoc. of Interdisciplinary Ethnic Studies	5	4		1								2			3								5							
National Assoc. of Mexican American Educators	0																													
National Assoc. of School Psychologists	1	1																1					1							
National Council for Accreditation of Teacher Ed	1	1															1						1							
National Council of Teachers of English	12	9		3						5		1	1		1		3					1	5							
National Council of Teachers of Mathematics	0																													
National Education Association	57	44	6	4		3			6		2	1	10		11	4	6		9		2	6	38	6	10	3				
National School Board Association	3	3													1				1			1	3							
National Study of School Evaluation	1	1															1						1							
Speech Communication Association	6	5		1						2			3			1							6							
Student National Education Association	2	1											1				1						2							
Western Interstate Commission on Higher Education	5	5																		5			5							

CHART 2: PUBLICATIONS

The scope of the documents also varied greatly. The documents, of course, reflected usually the purpose and membership of the organization. Based on what the titles and descriptions of the various publications, and less often on the publication itself because it was not available, the following classification schema of the scope was developed:

Discrimination/Racism/Sexism	48	publications
History/Social Science	47	
Language	44	
Curriculum/Instruction/Textbooks	41	
Ethnicity/Cultural Pluralism	36	
Human Relations	17	
General Education	15	
Literature	10	
Higher Education	9	
Law/Legislation	8	
Women	7	
Race	4	
Testing	3	
Miscellaneous	32	

The professional education associations were more likely to produce publications related to curriculum/instruction/textbooks and ethnicity/cultural pluralism than the other organizations. The other organizations were more likely to produce materials on discrimination/racism/sexism, history/social sciences, and language than the professional associations.

The majority of materials produced by these organizations are printed--books, monographs, and pamphlets. The Anti Defamation League of B'nai B'rith, Center for Applied Linguistics, Foundation for Change, and the National Education Association also produce non-print materials including tapes, filmstrips, simulation games, films, slides, photos and multimedia kits.

The next two sections of this document outline the specific activities and publications of the thirty-three organizations that responded to the survey.

MULTICULTURAL/BILINGUAL EDUCATION

ACTIVITIES OF ORGANIZATIONS

AMERICAN ASSOCIATION FOR HIGHER EDUCATION
One Dupont Circle, Suite 780
Washington, D.C. 20036
(202) 293-6440

PURPOSE OF ORGANIZATION. The AAHE offers membership in a single national organization to all individuals concerned with the value and effectiveness of American higher education. What makes the AAHE unique is that they serve and represent individuals rather than institutions and the members are drawn from all types of institutions and organizations involved with higher education.

MEMBERSHIP. College Professors; College Administrators; Graduate Students; Federal State and Local Government Officials; Foundation Personnel; Trustees.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials for multicultural education at the college level.
- Publish articles on multicultural education in official journal or newsletter.
- Emphasize multicultural education in at least one session at the annual meeting.
- Catalogue information about funding agencies supportive of multicultural education activities for dissemination.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural education programs.
- Provide a clearinghouse for informational, research and analytical studies related to multicultural education.

TARGET ETHNIC/LANGUAGE GROUPS. Specifically Black Colleges and Minority Students.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. The possibility of forming divisions or issue oriented groups within AAHE.

PUBLICATIONS. Yes.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Suite 610
Washington, D.C. 20036
(202) 293-2450

PURPOSE OF ORGANIZATION. The purpose of AACTE is to provide, through professional organization and cooperation, for continuous search for and promotion of ideas and practices which are most effective in the education of teachers; to provide member institutions with the means for continuous exchange of information, experiences and judgements concerning all aspects of teacher education.

MEMBERSHIP. Teacher Education Institutions. College Professors; College Administrators.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural education.
- Convene task forces or committees with responsibility for multicultural education.
- Conduct research and development activities related to multicultural education.
- Have staff members assigned to implement multicultural education activities.
- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials on multicultural education for college level.
- Publish articles on multicultural education in official journal/newsletter.
- Emphasize multicultural education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural education.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural education programs.
- Provide a clearinghouse for informational, research and analytical studies on multicultural education.
- Provide information about federal and state legislation related to multicultural and bilingual education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues and Federal Funds.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. The major focus of future activities will be the implementation of the revised NCATE "Standards for the Accreditation of Teacher Education" which includes a multicultural emphasis. This will include the identification of operationally successful multicultural and bilingual education programs in teacher education institutions. At least three regional institutes will be conducted in this area. It is expected that there will also be a project specifically focused on the implementation of bilingual education in teacher education programs.

PUBLICATIONS. Yes.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-0700

PURPOSE OF ORGANIZATION. AASA is the nation's foremost administrator's organization composed of both district and school building officials as well as college personnel in educational administration with over 20,000 members. The official goals of AASA are (1) to attain comprehensive, accessible, responsive and relevant educational programs; (2) to attain laws and policies to improve education; (3) to attain professional excellence; (4) to attain professional and economic well-being for members; and (5) to attain optimum effectiveness in the management of AASA.

MEMBERSHIP. Secondary School Administrators; College Professors; College Administrators; Community Leaders; Superintendents.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.
- Have adopted a position statement supportive of multicultural education.
- Emphasize bilingual education in at least one session at the annual meeting.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. Bilingual education component is built into a forthcoming federal project.

PUBLICATIONS. No.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

PURPOSE OF ORGANIZATION. AASL works for the improvement of media centers and services in elementary and secondary schools and evaluates and develops guidelines for school media center programs. AASL develops professional relationships with the National Education Association as well as other professional education associations.

MEMBERSHIP. Elementary Teachers; Secondary Teachers; Preschool/Elementary School Administrators; Secondary School Administrators; College Professors; Undergraduate Students; Graduate Students.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural education.
- Convene task forces or committees with responsibility for multicultural and bilingual education.
- Publish materials on multicultural and bilingual education.
- Prepare curriculum or teacher resource materials on multicultural and bilingual education for the elementary and secondary levels.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural education in at least one session at the annual meeting.
- Provide a clearinghouse for informational, research and analytical studies on multicultural and bilingual education.

TARGET ETHNIC/LANGUAGE GROUPS. Hispanic Americans, Mexican Americans, American Indians, Blacks, and other minorities.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues and U.S.O.E.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. (1) A 1978 monograph in the area of pluralism is planned within the AASL publications' series, "Trends and Issues." (2) An annual conference program with the theme, "The ABC's of Pluralism" (the ABC refers to authors, books and curriculum). (3) The president has appointed a task force to study ESOL related resource material in the schools' curriculum.

PUBLICATIONS. No.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
1126 16th Street, NW
Washington, D.C. 20036
(202) 293-2450

PURPOSE OF ORGANIZATION. The AERA is a national professional organization of educators and behavioral scientists who have a vital interest in research in education and the application of research to educational practice. Programs are concerned with the improvement of scholarly inquiry related to education, the dissemination of research results to the research community and to practicing educators, and the application of research to education in practice, in the interest of improving education.

MEMBERSHIP. Secondary Teachers; Secondary School Administrators; College Professors; College Administrators; Graduate Students.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Publish materials related to multicultural and bilingual education.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Conduct research and development activities on bilingual education.
- Emphasize bilingual education in at least one session at the annual meeting.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. Activities will be guides by Special Interest Groups related to this emphasis.

PUBLICATIONS. No.

AMERICAN HUNGARIAN EDUCATORS ASSOCIATION
707 Snider Lane
Silver Spring, Maryland 20904
(301) 426-6323

PURPOSE OF ORGANIZATION. The American Hungarian Educators Association is concerned with all levels of multicultural and multiethnic education, K through college.

MEMBERSHIP. Preschool Teachers; Elementary Teachers; Secondary Teachers; Preschool School Administrators; College Professors; College Administrators; Graduate Students; Librarians; Research Scientists; Humanists.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on bilingual education.
- Convene task forces or committees with responsibility for bilingual education.
- Conduct research and development activities related to multicultural and bilingual education.
- Prepare curriculum or teacher resource materials on bilingual education for preschool, elementary and secondary levels.
- Prepare curriculum or teacher resource materials on multicultural education for college level.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural and bilingual education.
- Catalogue information about funding agencies supportive of multicultural education activities to disseminate.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural education programs.
- Maintain a consultative service on multicultural education.
- Provide a clearinghouse for informational, research and analytical studies on multicultural and bilingual education.
- Provide information about federal and state legislation related to multicultural and bilingual education.
- Provide opportunity to exchange information on problems of multicultural and bilingual education.

TARGET ETHNIC/LANGUAGE GROUPS. Primarily Hungarian; Peripherally, Eastern European.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. These include the following: (1) the annual conference with emphasis on Hungarian culture in sessions devoted to literature, science, history, general culture (arts, folklore, etc.) and methods of research/research aids in multicultural education; (2) workshops devoted to the teaching of Hungarian language and folk arts, preschool through secondary schools; (3) exhibits of the works of Hungarian-American artists and demonstrations of Hungarian dance; (4) model classes program run by the Hungarian school of New Brunswick, New Jersey in conjunction with the Conference; (5) preservation and dissemination of ethnic archival materials, and

ethnic newspapers; and (6) establishment of a bibliographic resource center for Hungarian-related materials available in the United States and Canada.

PUBLICATIONS. No.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
1607 New Hampshire Ave., NW
Washington, D.C. 20009
(202) 483-4633

PURPOSE OF ORGANIZATION. The APGA is a scientific, educational organization which has been serving members and the public for the past 25 years. The APGA has twelve national divisions which span personnel and guidance work at all educational levels from kindergarten through higher education, in community agencies, correction agencies, rehabilitation programs, government, business/industry and research facilities.

MEMBERSHIP. Preschool/Elementary School Admnistrators; Secondary School Administrators; College Professors; College Administrators; Graduate Students; Community Leaders; Counselors; Correctional Agencies; Rehabilitation Programs; Government, Business, Industry and Research Facilities.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural and bilingual education.
- Convene task forces or committees with responsibility for bilingual education.
- Have staff members assigned to implement bilingual education activities.
- Publish materials related to multicultural education.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural education.
- Provide consultation on development of proposals and research designs for multicultural and bilingual education activities for submission to federal agencies.
- Catalogue information about funding agencies supportive of multicultural and bilingual education activities to disseminate.
- Provide information about federal and state legislation related to multicultural and bilingual education.
- Building research materials on bilingual counseling.

TARGET ETHNIC/LANGUAGE GROUPS. Black Americans; Hispanic Americans; Asian Americans; Indian Americans.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues and U.S.O.E.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. Plans are not yet firm, but the Association will be involved in the observance theme of "International Year of the Child."

PUBLICATIONS. Yes.

AMERICAN VOCATIONAL ASSOCIATION
1501 H Street, NW
Washington, D.C. 20005
(202) 737-3722

PURPOSE OF ORGANIZATION. The American Vocational Association is dedicated to the principle that education whould have a major role in preparing people for entering and progressing in employment. Because vocational education is a manpower delivery service, a primary goal of AVA is to establish vocational education as the basic program for meeting the human resource needs of the nation.

MEMBERSHIP. Secondary Teachers; Secondary School Administrators; College Professors; College Administrators; Undergraduate Students; Graduate Students; Community Leaders.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Emphasize multicultural education in at least one session at the annual meeting.
- Emphasize bilingual education in at least one session at the annual meeting.
- Publish articles on bilingual education in official journal/newsletter.

PUBLICATIONS. No.

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH
315 Lexington Avenue
New York, New York 10016
(212) 689-7400

PURPOSE OF ORGANIZATION. Although B'nai B'rith was originally founded in the United States, its concern has always been world wide. The right of fellow Jews to live as Jews, wherever they live, is a basic tenet of the creed and program. Jews in trouble, on any continent, are the current agenda of B'nai B'rith in action. Through B'nai B'rith International Council, Israel programs, and district and membership presence in 40 countries, the organizations speaks out for human rights and Jewish interests.

MEMBERSHIP. Voluntary organization of persons of the Jewish faith. Membership represents a cross section of professional and business leadership.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural education.
- Conduct research and development activities related to multicultural education.
- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials on multicultural education at the secondary and college levels.
- Emphasize multicultural education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural education.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural and bilingual education program.
- Maintain a consultative service for multicultural education.
- Provide a clearinghouse for informational, research, and analytical studies on multicultural education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Limited federal funds, Private foundations, and private contributions.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. Principal activity for both multicultural and bilingual education will be in efforts to discover and disseminate multicultural/bilingual materials to school and community contacts. The agency's interest will be directed to filling in gaps in terms of available material

PUBLICATIONS. Yes.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, NW
Washington, D.C. 20016
(202) 363-6963

PURPOSE OF ORGANIZATION. ACEI speaks for children. The ACEI is an organization of those concerned with children from infancy through early adolescence. ACEI publications reflect careful research, broad-based views and free thinking about a wide range of issues affecting children. The goal is to provide depth in topic and content, avoiding the doctrinaire and expressing the aspiration and conviction of the Association.

MEMBERSHIP. Preschool Teachers; Elementary Teachers, Preschool/Elementary School Administrators; College Professors; Undergraduate Students; Graduate Students; Community Leaders.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement related to multicultural education (Children and War).
- Convene task forces or committees with responsibility for multicultural education.
- Have staff members assigned to implement multicultural education activities.
- Publish articles on multicultural and bilingual education in official journal/newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.

TARGET ETHNIC/LANGUAGE GROUP. Effort to sensitize all members regarding international/intercultural education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues; Private Foundations; and Sale of Publications.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. A new committee is at work developing plans which will probably not be formalized for a year.

PUBLICATIONS. Yes.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1701 K Street, NW, Suite 1100
Washington, D.C. 20006
(202) 467-6480

PURPOSE OF ORGANIZATION. ASCD is an association for professional educators with a desire to grow professionally with the latest and most innovative concepts, ideas, and developments in education. ASCD provides regularly scheduled workshops, study institute, and conferences and publishes books, periodicals, and audio-visual materials related to supervision and curriculum development.

MEMBERSHIP. Preschool Teachers; Elementary Teachers; Secondary Teachers; Preschool/Elementary School Administrators; Secondary School Administrators; College Professors; College Administrators; Undergraduate Students; Graduate Students; Community Leaders

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural and bilingual education.
- Convene task forces or committees with responsibility for multicultural and bilingual education.
- Conduct research and development activities on multicultural and bilingual education.
- Have staff members assigned to implement multicultural and bilingual education activities.
- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials on multicultural education for elementary and secondary levels.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Provide information about federal and state legislation related to multicultural and bilingual education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. The Multicultural Education Commission, chaired by Carl Grant of the University of Wisconsin, and the Latino Concerns project, chaired by Leonard Valverde of the University of Texas will continue their activities. In addition, the Association will focus on resolutions just passed at the Annual Conference in the areas of: endorsing programs serving limited English-speaking ability children and encouraging members to develop more awareness of these children's needs; reaffirming its stand on human rights by encouraging the elimination of policies and actions which deny children of illegal immigrants access to equal educational opportunities in our public schools; supporting the general concept of endorsement for bilingual education and supporting such legislation.

PUBLICATIONS. Yes.

ASSOCIATION OF AMERICAN INDIAN AFFAIRS, INC.
432 Park Ave., South
New York, New York 10016

PURPOSE OF ORGANIZATION. The Association conducts continuing programs in Indian economic and community development, health, education and welfare; legal defense; public education; and arts and crafts. It aids Indian tribes in mobilizing all available resources--federal, state, and private--for a coordinated attack on the problems of poverty and injustice. The Association has also established an emergency aid scholarship program for college level Indian students. Small grants up to $150 are given on the basis of financial need, as long as monies are available. It also acts as a clearinghouse of information about other sources of funding for needy American Indian students.

MEMBERSHIP. Individuals concerned about Indian affairs.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Publish materials related to multicultural education (bibliographies of selected books written by American Indian and Eskimo authors).
- Publish articles on multicultural education (specifically American Indian education) in official journal or newletter.

TARGET ETHNIC/LANGUAGE GROUPS. The bibliographies are used mainly by Native American and white, English-speaking schools and individuals.

SUPPORT FOR MULTICULTURAL/BILINGUAL EDUCATION. Membership Dues.

PUBLICATIONS. Yes

ASSOCIATION OF TEACHER EDUCATORS
1710 K Street, NW, Suite 1210
Washington, D.C. 20006
(202) 223-1068

PURPOSE OF ORGANIZATION. The Association of Teacher Educators (ATE) is the only national, individual membership organization whose efforts are devoted solely to the improvement of teacher education. Our members come from a variety of backgrounds and represent a broad spectrum of interests.

MEMBERSHIP. Elementary Teachers; Secondary Teachers; Preschool/Secondary School Administrators; College Professors; College Administrators; Undergraduate Students; Graduate Students; Federal and State Departments of Education.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Convene task forces or committees with responsibility for multicultural education
- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials for multicultural education at the elementary level.
- Sponsor workshops or institutes on multicultural education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

PUBLICATIONS. Yes.

CENTER FOR APPLIED LINGUISTICS
1611 N. Kent Street
Arlington, Virginia 22209
(703) 528-4312

PURPOSE OF ORGANIZATION. The Center for Applied Linguistics is an independent non-profit professional organization established through a grant from the Ford Foundation in 1959 to serve as a national and international resource and information center in the field of language and linguistics. The Center is dedicated to the application of the findings of linguistics science to the solution of educational and social problems, and to this end, CAL carries out policy studies, research and development activities, information dissemination efforts, and performs various service projects under contract.

MEMBERSHIP. CAL is not a membership organization. It works with federal agencies, state education agencies, teacher training institutions, local school districts, and others who are involved in bilingual-bicultural education. The Center conducts research, carries out policy studies and needs assessments, and assists and advises in legislation, litigation, program planning and implementation, materials development, teacher training, and evaluation.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Convene task forces or committees with responsibility for multicultural and bilingual education.
- Conduct research and development activities in multicultural and bilingual and multicultural education.
- Have staff members assigned to implement activities in multicultural and bilingual education.
- Publish materials related to multicultural and bilingual education.
- Prepare curriculum or teacher resource materials for multicultural and bilingual education at the elementary, secondary, and college levels.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Sponsor workshops or institutes on multicultural and bilingual education.
- Provide consultation on the development of proposals and resarch designs on multicultural and bilingual education for submission to federal agencies.
- Catalogue information about funding agencies supportive of multicultural and bilingual education activities to disseminate.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural and bilingual education programs.
- Maintain a consultative service for multicultural and bilingual education.
- Provide a clearinghouse for informational, research and analytical studies on multicultural and bilingual education.
- Provide information about federal and state legislation on multicultural and bilingual education.
- Provide technical assistance and program evaluation for multicultural and bilingual education.

TARGET ETHNIC/LANGUAGE GROUPS. Specific activities addressed to American Indian communities and Indochinese refugees; other work is addressed generally to limited English speakers and other minorities.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. Research - second language acquisition; multicultural classroom studies; reading in bilingual education programs. Service - technical and multidisciplinary assistance to school districts and community groups implementing bilingual/bicultural programs. Dissemination - establishing NIE-funded National Bilingual Education Clearinghouse; conducting conferences on second language acquisition and bilingual program evaluation; disseminating information on funding sources for Bilingual Education programs and other publications.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. U.S.O.E., Other Federal Funds, and Private Foundations.

PUBLICATIONS. Yes.

CENTER FOR MIGRATION STUDIES
209 Flagg Place
Staten Island, New York 10304

PURPOSE OF ORGANIZATION. The Center for Migration Studies is an educational, non-profit institute founded in New York in 1964 to encourage and facilitate the study of sociological, demographic, historical, legislative and pastoral aspects of human migration and ethnic group relations.

MEMBERSHIP. College Professors; Graduate Students; Social Scientists; Policy Makers.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- •Convene task forces or committees with responsibility for multicultural education.
- •Conduct research and development activities in multicultural education.
- •Have staff members assigned to implement multicultural education activities.
- •Publish materials related to multicultural and bilingual education.
- •Prepare curriculum or teacher resource materials on multicultural and bilingual education for the college level.
- •Provide consultation on the development of proposal and research designs on multicultural education for submission to federal agencies.
- •Facilitate the dissemination of information about operationally and programmatically successful multicultural education programs.
- •Provide a clearinghouse for informational, research and analytical studies on multicultural education.

TARGET ETHNIC/LANGUAGE GROUPS. U.S. Ethnic Groups.

SUPPORT FOR MULTICULTURAL/BILINGUAL EDUCATION. Membership Dues and Private Foundations.

PUBLICATIONS. Yes.

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

PURPOSE OF ORGANIZATION. The Council for Exceptional Children is an association of special educators whose purpose is to furthur appropriate education for handicapped and gifted children. CEC is organized at the national, state and local levels.

MEMBERSHIP. Preschool Teachers; Elementary Teachers; Secondary Teachers; College Professors; Graduate Students; Undergraduate Students; Special Education Personnel including Psychologists; Therapists and other Specialists.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural education.
- Convene task forces or committees with responsibility for multicultural education.
- Conduct research and development activities on multicultural education.
- Have staff members assigned to implement multicultural education activities.
- Publish materials related to multicultural and bilingual education.
- Prepare curriculum or teacher resource materials on multicultural education for preschool, elementary, secondary, and college level.
- Publish articles on multicultural education in official journal or newsletter.
- Emphasize multicultural education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural education.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural education programs.
- Maintain a consultative service on multicultural education.
- Provide a clearinghouse for informational, research, and analytical studies on multicultural education.
- Provide information about federal and state legislation related to multicultural education.

TARGET ETHNIC/LANGUAGE GROUPS. Afro Americans; Native (Indian) Americans; Mexican Americans; Asian Americans; Puerto Ricans.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues and U.S.O.E.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. In the developmental stage of the following activities: (1) talent bank of minority professionals; (2) conferences and institutes related to minorities; (3) development of training materials; and (4) development of position papers or statements.

PUBLICATIONS. Yes.

COUNCIL ON ANTHROPOLOGY AND EDUCATION
American Anthropological Association
1703 New Hampshire Avenue, NW
Washington, D.C. 20009
(202) 232-8800

PURPOSE OF ORGANIZATION. The Council on Anthropology and Education is a professional association of anthropologists and educational researchers concerned with the application of anthropology to research and development in education. Organized in 1968 within the American Anthropological Association, but separately incorporated, the Council regularly meets at the annual meetings of the Association.

MEMBERSHIP. College Professors; Undergraduate Students; Graduate Students; Some Anthropologists Who Work in Federal and State Governement and Research Firms.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Publish articles on multicultural education in official journal or newsletter.
- Provide information about federal and state legislation related to bilingual education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues; Publication Sales.

PUBLICATIONS. Yes.

FOUNDATION FOR CHANGE
1841 Broadway, Room 300
New York, New York 10023
(212) 757-5339

PURPOSE OF ORGANIZATION. Since 1968, the Foundation for Change has been providing educators and students with materials on institutional racism.

MEMBERSHIP. Elementary Teachers; Secondary Teachers; College Professors; Graduate Students; Community Leaders; Librarians.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have staff members assigned to implement multicultural education activities.
- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials related to multicultural education for the elementary, secondary and college levels.
- Publish articles on multicultural education in official journal/newsletter.
- Emphasize multicultural education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural education.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural education programs.
- Maintain a consultative service on multicultural education.
- Prepare analysis and materials on racism.
- Prepare curriculum or teacher resource materials on bilingual education for the elementary level.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. U.S.O.E. and Private Foundations.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. Institutional Discrimination: Race and Sex.

PUBLICATIONS. Yes.

INTERCULTURAL NETWORK, INC.
Georgetown University
Washington, D.C. 20057
(202) 625-3399

PURPOSE OF ORGANIZATION. The Intercultural Network, Inc. is a professional association designed to promote the field of intercultural communication and to foster its application to the practical problems of persons involved in areas of intercultural studies.

MEMBERSHIP. Professional Cross-Cultural Trainers.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- •Conduct research and development activities on multicultural education.
- •Publish materials related to multicultural education.
- •Prepare curriculum or teacher resouce materials on multicultural education for college level.
- •Sponsor workshops or institutes on multicultural education.

TARGET ETHNIC/LANGUAGE GROUPS. Multiethnic, but especially Blacks, Hispanic and Native Americans.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Project Fees; Sales Income; and Contracts

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. Complete a Manual on Teacher Training in multicultural education and conduct institutes and workshop to train teacher education faculty to use the manual.

PUBLICATIONS. No.

NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION
2001 S Street, NW
Washington, D.C. 20009
(202) 232-8500

PURPOSE OF ORGANIZATION. The National Association for Equal Opportunity in Higher Education was founded on October 7, 1969. The Association was formed as a voluntary independent association by historically Black colleges and universities. It is organized to articulate the need for a higher education system where race, income and previous education are not the determinants of either the quantity or the quality of higher education. This is an association of those colleges and universities which are not only committed to this ultimate goal, but are now fully committed in terms of their resources, human and financial, to achieving that goal. The Association proposes, through the collective efforts of its membership, to promote the widest possible sensitivity to the complex factors involved and the institutional commitment required to create successful higher education programs for students from groups buffeted by the racism, exploitation, and neglect of the economic, educational, and social institutions of America. This is not a fund-raising organization.

MEMBERSHIP. Colleges and universities.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Convene task forces or committees with reponsibility for multicultural education
- Conduct research and development activities in multicultural education.
- Emphasize multicultural education in at least one session at the annual meeting.
- Provide consultation on development of proposals and research designs in multicultural education for submission to federal agencies.
- Catalogue information on multicultural education about funding agencies for dissemination.
- Facilitate the dissemination of information about operationally and programmatically successful programs of multicultural education.
- Provide information about federal and state legislation on multicultural education.

TARGET ETHNIC/LANGUAGE GROUP: Blacks.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

PUBLICATIONS. No.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
1801 N. Moore Street
Arlington, Virginia 22209
(703) 528-6000

PURPOSE OF ORGANIZATION. The NAESP dedicates itself to achieving the recognition of the principal as the authority in the supervision and administration of the elementary school. A primary goal of the Association is that schools provide an ideal climate in which children, during their formative school years, regardless of race, ethnic background, religion, can understand, appreciate and value both the similarities and differences in people.

MEMBERSHIP. Elementary Teachers; Preschool/Elementary School Administrators; College Professors; College Administrators.

ACTIVITIES IN MULTICULTURAL EDUCATION.

- Have adopted a position statement on multicultural education.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership dues and private foundations.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. The NAESP has accepted a small grant from the Longview Foundation to work with four elementary schools in the Washington Metropolitan Area in a global education project. The project is designed to operate for three years; the first year to be devoted to staff development and establishing goals and objectives for each schools' program. The second and third years will be devoted to implementation and evaluation.

PUBLICATIONS. No.

NATIONAL ASSOCIATION OF INTERDISCIPLINARY ETHNIC STUDIES
101 Main Hall
University of Wisconsin-La Crosse
La Crosse, Wisconsin 54601

PURPOSE OF ORGANIZATION. Promotion of activities and scholarship in the field of ethnic studies. The Association will serve as a forum to its members for promoting research, study, curriculum design, and publications of interest in the area of ethnic studies.

MEMBERSHIP. Any person with interest in ethnic studies.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.
- •Emphasize multicultural education (ethnic studies) at annual meeting.
- •Publish articles on multicultural education in official journal or newsletter.
- •Publish materials related to multicultural education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

PUBLICATIONS. Yes.

NATIONAL ASSOCIATION OF MEXICAN AMERICAN EDUCATORS
2712 Winthrop Avenue
Arcadia, California 91006
(213) 245-1000

PURPOSE OF ORGANIZATION. The National Association of Mexican American Educators is an organization of Mexican Americans who are professional educators and/or persons who are interested in the education issues affecting Mexican Americans. The Association is actively involved in the support and expansion of bilingual education programs.

MEMBERSHIP. Elementary Teacher; Secondary Teachers; Preschool School Administrators; Secondary School Administrators; College Professors; College Administrators; Community Leaders.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on bilingual education.
- Convene task forces or committees with responsibility for bilingual education.
- Have staff members assigned to implement bilingual education activities.
- Prepare curriculum or teacher resource materials on bilingual education for elementary, secondary, and college levels.
- Publish articles on bilingual education in official journal or newsletter.
- Emphasize bilingual education in at least one session at the annual meeting.
- Sponsor workshops or institutes on bilingual education.
- Provide consultation on the development of proposals about operationally and programmatically successful bilingual education programs.
- Maintain a consultative service on bilingual education.
- Provide information about federal and state legislation related to bilingual education.

TARGET ETHNIC/LANGUAGE GROUPS. Mexican American.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

PUBLICATIONS. No.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
1511 K Street, NW
Washington, D. C. 20005
(202) 347-3956

PURPOSE OF ORGANIZATION. NASP was established in 1969 to undertake a resolution of the needs of professional school psychology and continues to be involved in solving the problems of school psychology. NASP is constantly laboring to enhance psychological services to children and youth by improving the effectiveness and stature of school psychologists everywhere.

MEMBERSHIP. Graduate Students; School Psychologists.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural and bilingual education.
- Convene task forces or committees with responsibility for multicultural and bilingual education.
- Conduct research and development activities related to multicultural and bilingual education.
- Have staff members assigned to implement multicultural and bilingual education activities.
- Publish materials related to multicultural and bilingual education.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural and bilingual education.
- Maintain a consultative service on multicultural and bilingual education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. This will include identifying minority professionals in school psychology and establishing a scholarship fund.

PUBLICATIONS. Yes.

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION
1750 Pennsylvania Avenue, NW
Washington, D.C. 20006
(202) 393-2220

PURPOSE OF ORGANIZATION. The National Council for the Accreditation of Teacher Education (NCATE) was established in 1952 and is comprised of constituent and association members. The activities of the council are devoted to the evaluation and accreditation of teacher education programs.

MEMBERSHIP. Preschool Teachers; Elementary Teachers; Secondary Teachers; Preschool/Elementary School Administrators; College Professors; College Administrators; Undergraduate Students; Community Leaders; State Education Officials.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural education.
- Convene task forces or committees with responsibility for multicultural education.
- Publish materials related to multicultural education.
- Sponsor workshops or institutes on multicultural education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues and Private Organizational Sources.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. This will include distribution, explanation, and application of the revised NCATE Standards which go into effect January 1979.

PUBLICATIONS. Yes.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Road
Urbana, Illinois 61801

PURPOSE OF ORGANIZATION. The NCTE is the world's largest independent subject matter organization for teachers. Its central purpose is to improve the teaching of English at all levels of instruction. The NCTE's Task Force on Racism and Bias in the Teaching of English represents Blacks, Chicanos, Native Americans, Puerto Ricans, and Asian Americans in a variety of special areas. One of the main concerns of the Task Force is to show English teachers the extent of racism and bias in teaching materials.

MEMBERSHIP. Elementary Teachers; Secondary Teachers; College Professors; Graduate Students.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural education.
- Convene task forces or committees with responsibility for multicultural and bilingual education.
- Conduct research and development activities related to multicultural and bilingual education.
- Have staff members assigned to implement multicultural and bilingual education activities.
- Publish materials related to multicultural and bilingual education.
- Prepare curriculum or teacher resource materials on multicultural and bilingual education for preschool, elementary, secondary, and college levels.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural and bilingual education.
- Catalogue information about funding agencies supportive of multicultural and bilingual education activities to disseminate.
- Facilitate the dissemination of information about operationally and programmatically successful multicultural and bilingual education programs.
- Maintain a consultative service on multicultural education.
- Provide a clearinghouse for informational, research and analytical studies on multicultural and bilingual education.
- Provide information about federal and state legislation related to multicultural and bilingual education.

TARGET ETHNIC/LANGUAGE GROUPS. Multiethnic, special focus on Asian Americans, Blacks, Chicanos, Native Americans, and Puerto Ricans.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues; Other Federal Funds (not U.S.O.E.); Income from Sales of Publications and from Conferences and Workshops.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. The NCTE will continue support of programs of the Task Force on Racism, the Minority Affairs Committee, the Black Caucus and the Chicano Caucus; and to continue to hold multicultural sessions at the annual convention and spring meetings. NCTE journals will continue to carry articles on the subject.

PUBLICATIONS. Yes.

NATIONAL SCHOOL BOARD ASSOCIATION
1055 Thomas Jefferson Street, NW
Washington, D.C. 20007
(202) 337-7666

PURPOSE OF ORGANIZATION. The NSBA is a federation of the fifty state school board associations representing school board across the country. The Association is concerned with advancing the quality of education as well as strengthening the administration of public schools.

MEMBERSHIP. School Board Members.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Conduct research and development activities on multicultural education.
- Have staff members assigned to implement multicultural education activities.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Sponsor workshop or institutes on multicultural education.
- Provide consultation on development of proposals and research designs related to multicultural education for submission to federal agencies.
- Provide a clearinghouse for informational, research and analytical studies on multicultural education.
- Provide information about federal and state legislation related to multicultural education.

TARGE ETHNIC/LANGUAGE GROUPS. Black, African, Asian, Indian, Spanish-Speaking.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. U.S.O.E.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. With some outside funding, the Association plans to provide training to school board members in the area of multicultural education. This training would make school board members more sensitive to cultural diversities and more respondent to unique cultural needs.

PUBLICATIONS. Yes.

NATIONAL STUDY OF SCHOOL EVALUATION
2201 Wilson Blvd.
Arlington, Virginia 22201
(703) 522-1511

PURPOSE OF ORGANIZATION. The National Study of School Evaluation is a unique professional organization. A corporate body, the National Study is composed of twenty-five representatives of the six regional accrediting associations. Quality education does not just happen. Careful, cooperative, and comprehensive evaluation is a key factor in the process that leads to real quality education. Assisting in this process by supporting school evaluation and self-study has been the singular goal of the National Study of School Evaluation for more than forty years.

MEMBERSHIP. Preschool/Elementary School Administrators; Secondary School Administrators; College Professors; Administrators of Professional Organizations.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Convene task forces or committees with responsibility for multicultural education
- Publish materials related to multicultural education.

PUBLICATIONS. Yes

NATIONAL SCHOOL BOARD ASSOCIATION
1055 Thomas Jefferson Street, NW
Washington, D.C. 20007
(202) 337-7666

PURPOSE OF ORGANIZATION. The NSBA is a federation of the fifty state school board associations representing school board across the country. The Association is concerned with advancing the quality of education as well as strengthening the administration of public schools.

MEMBERSHIP. School Board Members.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Conduct research and development activities on multicultural education.
- Have staff members assigned to implement multicultural education activities.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural and bilingual education in at least one session at the annual meeting.
- Sponsor workshop or institutes on multicultural education.
- Provide consultation on development of proposals and research designs related to multicultural education for submission to federal agencies.
- Provide a clearinghouse for informational, research and analytical studies on multicultural education.
- Provide information about federal and state legislation related to multicultural education.

TARGE ETHNIC/LANGUAGE GROUPS. Black, African, Asian, Indian, Spanish-Speaking.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. U.S.O.E.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. With some outside funding, the Association plans to provide training to school board members in the area of multicultural education. This training would make school board members more sensitive to cultural diversities and more respondent to unique cultural needs.

PUBLICATIONS. Yes.

NATIONAL STUDY OF SCHOOL EVALUATION
2201 Wilson Blvd.
Arlington, Virginia 22201
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MEMBERSHIP. Preschool/Elementary School Administrators; Secondary School Administrators; College Professors; Administrators of Professional Organizations.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.
- Convene task forces or committees with responsibility for multicultural education
- Publish materials related to multicultural education.

PUBLICATIONS. Yes

SPEECH COMMUNICATION ASSOCIATION
5205 Leesburg Pike, Suite 1000
Falls Church, Virginia 22041
(703) 879-1888

PURPOSE OF ORGANIZATION. Speech Communication Association is a voluntary society organized in 1914 to promote study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication, particularly speech communication.

MEMBERSHIP. Teacher and administrators at all educational levels; media specialists; theatre artists; communication consultants; communication researchers; persons in business, industry, and government; speech scientist and clinicians; students of the communications arts and sciences.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural and bilingual education.
- Convene task forces or committees with responsibility for multicultural education.
- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials on multicultural education for the college level.
- Publish articles on multicultural education in official journal/newsletter.
- Sponsor workshops or insitutes on multicultural education.
- Provide a clearinghouse for information, research and analytical studies on multicultural education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. A summer conference on international and intercultural communication is planned for July 1978.

PUBLICATIONS. Yes

STUDENT NATIONAL EDUCATION ASSOCIATION
1201 16th Street, NW
Washington, D.C. 20036
(202) 833-5525

PURPOSE OF ORGANIZATION. The purposes of the SNEA are to develop in prospective educators an understanding of the education profession, to provide for a united student voice in matters affecting their profession, to influence the conditions under which prospective educators are prepared, to advance the interests and welfare of students preparing for a career in education, to forward the aim of quality professional ethics, standards, and attitudes.

MEMBERSHIP. Undergraduate Students; Graduate Students.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Have adopted a position statement on multicultural and bilingual education.
- Convene task forces or committees with responsibility for multicultural education.
- Have staff members assigned to implement multicultural and bilingual education activities.
- Prepare curriculum or teacher resource materials on multicultural education for elementary and secondary levels.
- Publish articles on multicultural and bilingual education in official journal or newsletter.
- Emphasize multicultural education in at least one session at the annual meeting.
- Sponsor workshops or institutes on multicultural education.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Membership Dues.

EXPECTED FOCUS OF FUTURE MULTICULTURAL EDUCATION ACTIVITIES. This will include emphasis on the awareness of differences in cultures and interaction of ethnic groups. The Association will also be preparing a handbook on ethnic groups.

PUBLICATIONS. Yes.

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
P.O. Drawer P
Boulder, Colorado 80302
(303) 492-6972

PURPOSE OF ORGANIZATION. WICHE, the Western Interstate Commission for Higher Education, is a nonprofit agency created by the 13 western states. The Commission administers the Western Regional Education Compact, which is an agreement among the states to work cooperatively to improve educational programs and facilities. WICHE was formally established in 1951; program activity began in 1953.

MEMBERSHIP. College Professors; College Administrators; Undergraduate Students; Graduate Students; Community Leaders; State Legislators; Governors.

ACTIVITIES IN MULTICULTURAL/BILINGUAL EDUCATION.

- Convene task forces or committees with responsibility for multicultural education.
- Publish materials related to multicultural education.
- Prepare curriculum or teacher resource materials related to multicultural education for the elementary and college levels.
- Publish articles on multicultural education in official journal or newsletter.
- Emphasize multicultural education in at least one session at the annual meeting.
- Convene task forces or committees with responsibility for bilingual education.
- Emphasize bilingual education in at least one session at the annual meeting.

TARGET ETHNIC/LANGUAGE GROUPS. Chicano/Spanish Surnamed; Black; American Indian; and Asian American.

SUPPORT FOR MULTICULTURAL EDUCATION ACTIVITIES. Private Foundations and Federal Funds.

EXPECTED FOCUS OF FUTURE MULTICULTURAL ACTIVITIES. A large part of the program development efforts will be targeted toward meeting the higher education needs of those ethnic minority groups listed above.

PUBLICATIONS. Yes.

PUBLICATIONS RELATED TO MULTICULTURAL/BILINGUAL

EDUCATION BY PROFESSIONAL AND RELATED EDUCATION ORGANIZATIONS

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Journal of Higher Education. Bimonthly. $10.00/year.

Miskel, Maryjane. "Minority Student Enrollment." *Research Currents.* November 1973. $.15.

Trivet, David A. "Marketing Higher Education to New Students." *Research Currents.* November 1974. $.40.

Wright, Stephen J. "Traditionally Black Colleges: A Brief Review." *Research Currents.* September 1973. $.15.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Directory: Multicultural Education Programs in Teacher Education Institutions in the United States. 1978. $2.00.

Gollnick, Donna M., Frank H. Klassen, and Joost Yff. *Multicultural Education and Ethnic Studies in the United States: An Analysis and Annotated Bibliography of Selected Documents in ERIC.* 1976. $4.00.

Hunter, William, editor. *Multicultural Education through Competency-Based Teacher Education.* 1974. $6.00.

Klassen, Frank H. and Donna M. Gollnick. *Pluralism and the American Teacher: Issues and Case Studies.* 1977. $6.00.

"Multicultural Education and the Disciplines." *Journal of Teacher Education.* Vol. 28, No. 3. May-June 1977.

No One Model American. 1973. Free.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

Bilingual Education. A Bibliography. 1977.

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH

Allport, Gordon W. *ABC's of Scapegoating.* 40 pp. $.75.

Bereiter, Carl and Siegfried Engelmann. *Language Learning Activities for the Disadvantaged Child.* 36 pp. $.60.

Black Odyssey: A History of the American Negro. A 2-part Filmstrip with Teacher's Guide. $12.00.

Bond, Gladys Baker. *Little Stories.* 80 pp. $1.00.

A Brief History of Mexican Americans. 12 Minute Films. $7.50 Rental; $60.00 Purchase.

Buchheimer, Naomi and Arnold Buchheimer. *Equality Through Integration: A Report on Greenburgh School District #8.* 72 pp. $1.50.

The Changing High School. Simulation Game with Supplementary Manuals, Guides, Workbooks and Bibliographies.

Chesler, Evan R. *The Russian Jewry Reader.* 147 pp. $2.45.

Confrontation: A Human Relations Training Unit Simulation Game For Teachers and Administrators in a Multi-Ethnic Elementary and High School. Simulation Game.

Deutsch, Martin. *Happenings on the Way Back to the Forum: Social Science, IQ, and Race Differences Revisited.* 36 pp. $1.00.

The Distorted Image: Stereotype and Caricature in American Popular Graphics. 60 Color Slides with Cassette and Guide. $35.00.

Eye of the Storm. 25 Minute Film. $30.00 Rental; $350.00 Purchase.

Fantini, Mario and Gerald Weinstein. *Toward a Contact Curriculum.* 55 pp. $.95.

Felicia. 12 ½ Minute Film. $7.50 Rental.

For All My Students. 36 Minute Film. $12.50 Rental; $175.00 Purchase.

Forster, Arnold and Benjamin R. Epstein. *The New Anti-Semitism.* 324 pp. $5.00.

Franklin, John Hope. *Ethnicity in American Life.* 47 pp. $.95.

Galarza, ERnesto, Herman Gallegos, Julian Samora. *Mexican Americans in the Southwest.* 160 pp. $2.50.

Gersten, Irene Fandel and Betsy Bliss. *ECIDUJERP.* 94 pp. $3.95; Paperback $1.95.

Glock, Charles Y. and Ellen Siegelman, editors. *Prejudice USA.* 194 pp. $5.95; Paperback $2.25.

Goodman, Mary Ellen. *Race Awareness in Young Children.* 352 pp. $1.50.

Guidelines for Testing Minority Group Children. 18 pp. $.35.

Handbook for Project Headstart. 24 pp. $.50.

Handlin, Oscar. *American Jews: Their Story.* 48 pp. $.75.

Handlin, Oscar. *Out of Many: A Study Guide to Cultural Pluralism in the United States.* 32 pp. $.50.

Hernandez, Luis F. *A Forgotten American.* 56 pp. $.75.

How to Use Federal Remedies to Combat Employment Discrimination Based on Religion, National Origin, Race and Sex. $1.00.

Hymowitz, Carol and Michaele Weissman. *The Presence of Women.*

Island in America. 28 Minute Film. $17.50 Rental; $250.00 Purchase.

The Israelis. 35 Minute Film. $25.00 Rental; $450.00 Purchase.

Italians in America. 2-Part Filmstrip with Record and Discussion Guide. $35.00. $40.00 with Cassette.

Jews in America. 2-Part Filmstrip with Record and Discussion Guide. $35.00. $40.00 with Cassette.

Joshua. 16 Minute Film. $10.00 Rental; $100.00 Purchase.

Just Like You. 6 Minute Film. $7.50 Rental.

Kane, Michael. *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts.* 148 pp. $1.95.

Karp, Deborah. *Heroes of American Jewish History.* 155 pp. $4.75.

Katz, William Loren. *Teachers' Guide to American Negro History.* 192 pp. $3.95.

Kennedy, John F. *A Nation of Immigrants.* 111 pp. $1.25.

Kraus, Robert. *The Rabbit Brothers.* 34 pp. $.35.

Lincoln, C. Eric. *The Negro Pilgrimage in America.* 224 pp. $.95.

Mack, Raymond W., editor. *Prejudice and Race Relations.* 256 pp. $2.45.

Mexican Americans: An Historic Profile. 29 Minute Film. $10.00 Rental; $125.00 Purchase.

Montagu, Ashley. *What We Know About "Race."* 40 pp. $.50.

A Nation of Immigrants. 52 Minute Film. $25.00 Rental.

Nava, Julian. *Mexican Americans: A Brief Look at Their History.* 55 pp. $.75.

Noar, Gertrude. *Individualized Instruction: Every Child A Winner.* 130 pp. $3.95.

Noar, Gertrude. *Sensitizing Teachers to Ethnic Groups.* 23 pp. $.50.

Now Is the Time. 32 Minute Film. $12.50 Rental; $200.00 Purchase.

Pettigrew, Thomas F. *Negro American Intelligence.* 48 pp. $.50.

Powledge, Fred. *To Change a Child: A Report on the Institute for Developmental Studies.* 110 pp. $2.45.

The Puerto Ricans: A Brief Look At Their History. 96 pp. $1.95.

The Puerto Ricans: A Resource Unit for Teachers. 64 pp. $1.25.

The Rabbit Brothers. Filmstrip with Script. $2.50.

Rendezvous with Freedom. 37 Minute Film. $25.00 Rental; $450.00 Purchase.

Resource Unit on Civil Rights and Civil Liberties. 32 pp. $.35.

Resource Unit on Prejudice and Discrimination. 32 pp. $.35.

Resource Unit on Race, Prejudice and Discrimination. 31 pp. $.75.

Raab, Earl and Seymour Lipset. *Prejudice and Society.* 40 pp. $.75.

Riessman, Frank. *Blueprint for the Disadvantaged.* 48 pp. $.75.

Rivlin, Harry N. *Teachers for Our Big City Schools.* 32 pp. $.50.

Ruderman, Jerome L. *Jews in American History: A Teacher's Guide*. 244 pp. $7.95. Paperback $3.95.

Rumor Clinic. Filmstrip. $2.00.

Senior, Clarence. *The Puerto Ricans: Strangers--Then Neighbors*. 128 pp. $2.95.

Smith, M. Brewster and Jane Allyn Piliavin. *The Schools and Prejudice: Findings*. 24 pp. $.35.

Solving Multi-Ethnic Problems. 2 Simulation Games.

Steinberg, Stephen. *The Language of Prejudice*. 4 pp. $.10.

Suhl, Yuri. *An Album of the Jews in America*. 96 pp. $2.95.

Trubowitz, Sidney. *A Handbook for Teaching in the Ghetto School*. 176 pp. $2.25.

Understanding Prejudice. 3-Part Filmstrip with Records or Cassettes. $60.00.

Van Til, William. *Prejudiced--How Do People Get That Way?* Teacher Guide. 32 pp. $.50.

The Victims. 48 Minute Film. $15.00 Rental; $200.00 Purchase.

Woman's Place. 8 Minute Film. $25.00 Rental; $100.00 Purchase.

You've Got To Be Taught To Hate. 12 Minute Film. $10.00 Rental; $80.00 Purchase.

Zaret, Hy and Lou Singer. *It Could Be a Wonderful World: Little Songs on Big Subjects*. $1.95.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

Children and Intercultural Education. 1974. 72 pp. $2.95.

Children and International Education. 1972. 10 leaflets. $1.75.

Children and War. 1973. 8 pp. $.35.

Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes. Resource List. 32 pp. $1.00.

Learning to Live as Neighbors. 1972. 96 pp. $2.75.

Suggestions for Implementing Project Neighbors Unlimited. 1972. 8 pp. $.50.

Teaching About Spaceship Earth--A Role-Playing Experience for the Middle Grades. 1972. 68 pp. $1.50.

Teaching for Social Values in Social Studies. 1974. 72 pp. $2.75.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Della-Dora, Delmo and James E. House. *Education for an Open Society*. 1974 Yearbook. 224 pp. $8.00.

Dunfee, Maxine. *Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography.* 1974. 64 pp. $3.25.

Dunfee, Maxine. *Ethnic Modification of the Curriculum.* 1970. 52 pp. $1.00.

Grant, Carl A., editor. *Multicultural Education: Commitments, Issues, and Applications.* 1977. 160 pp. $7.00.

Kenworthy, Leonard S. *The International Dimension of Education.* 1970. 128 pp. $2.25.

Overly, Norman V. and Richard D. Kimpston. *Global Studies: Problems and Promises for Elementary Teachers.* 1976. 88 pp. $4.50.

ASSOCIATION OF AMERICAN INDIAN AFFAIRS, INC.

American Indian and Eskimo Authors. Bibliography. $4.00. (Order from Interbook Inc., 545 Eighth Avenue, New York, New York 10018).

Hirschfelder, Arlene. *Bibliography of Sources and Materials for Teaching About American Indians.* Reprinted from *Social Education.* May 1972. Free.

Indian Affairs. Quarterly Newsletter. $3.00 Annual Subscription.

ASSOCIATION OF TEACHER EDUCATORS

Gold, Milton J., Carl A. Grant, and Harry N. Rivlin, editors. *In Praise of Diversity: A Resource Book for Multicultural Education.* Published with Teacher Corps. 1977.

CENTER FOR APPLIED LINGUISTICS

American Indian Languages. 1975. 90 pp. $4.95.

Appalachian Speech. 1976. 190 pp. $8.00.

Bengali Language Handbook. 1966. 137 pp. $6.00.

A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964. 1968. 139 pp. $7.00.

A Bibliography of Contrastive Linguistics. 1965. 41 pp. $3.00.

Bilingual Children: A Resource Document. $3.50.

Bilingual Education: Current Perspectives. 1977. $33.50 a Set.
Social Science. Vol. 1. $7.95.
Linguistics. Vol. 2. $7.95.
Law. Vol. 3. $7.95.
Education. Vol. 4. $7.95.
Synthesis. Vol. 5. $7.95.

Black-White Speech Relationships. 1971. 176 pp. $8.00.

The Current Status of U.S. Bilingual Education Legislation. $3.50.

English-Language Policy Survey of Jordan. 1975. 236 pp. $8.95.

Field Techniques in an Urban Language Study. 1968. 128 pp. $7.00.

Guide to Programs in Linguistics: 1974-75. 1975. 229 pp. $6.00.

Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education. 1974. $2.00.

A Handbook of Bilingual Education. 1971. 71 pp. $3.00.

A Handbook for Staff Development Workshops in Indian Education. 1976. 58 pp. $9.50.

Hernandez-Chavez, Eduardo, Andrew D. Cohen and Anthony F. Beltramo. *El Lenguaje De Los Chicanos.* 1975. 256 pp. $7.95.

How To Teach English as a Second Language: A Guide for Volunteers, Tutors, and Teachers. Tape. $6.50.

"I Want to Know..." Vietnamese Refugee Videotape Series.

Implications of Language Learning Theory for Language Planning. $2.00.

Language and Reading: An Interdisciplinary Approach. 1970. 278 pp. $9.50.

Language Planning. $2.00.

Language Surveys in Developing Nations. 1975. 227 pp. $8.95.

Material Development Needs in the Uncommonly Taught Languages. 1975. 90 pp. $3.95.

Recommendations for Language Policy in Indian Education.

Spanish and English of United States Hispanos. $7.95.

Study and Teaching of North American Indian Languages. $4.00.

A Survey of the Current Study and Teaching of North American Indian Languages. 1975. 90 pp. $4.95.

A Survey of Materials for the Study of the Uncommonly Taught Languages. $3.95 each.
Western Europe/Pidgins and Creoles (European Based). 1976. 34 pp.
Eastern Europe & the Soviet Union. 1976. 42 pp.
The Middle East & North Africa. 1976. 42 pp.
South Asia. 1976. 42 pp.
Eastern Asia. 1976. 39 pp.
Sub-Saharan Africa. 1977. 96 pp.
Southeast Asia & the Pacific. 1965. 72 pp.
North, Central, & South America. 1977. 52 pp.

Teach Black Children to Read. 1969. 219 pp. $8.00.

Teaching Standard English in the Inner City. 1970. 141 pp. $8.00.

Tense Marking in Black English: A Linguistic & Social Analysis. 1972. 254 pp. $8.00.

Testing Language Proficiency. 1975. 146 pp. $8.95.

The Use of Vernacular Languages in Education. $2.50.

Variation and Linguistic Theory. 1973. 196 pp. $7.95.

Vietnamese Refugee Education Series. 1975.

Vietnamese Textbook Series. 1976. 18 Books. $6.00 each.

Vietnamese-English Phrasebook (for English Speakers). $2.00.

CENTER FOR MIGRATION STUDIES

Aswad, Barbara C. *Arabic Speaking Communities in American Cities.* 1974. $5.95.

Brizzolara, Andrew. *A Directory of Italian and Italian-American Organizations and Community Services in the Metropolitan Area of Greater New York.* 1976. $5.00.

Cutsumbis, Michael N. *A Bibliographic Guide to Materials on Greeks in the United States, 1890-1968.* 1970. $4.50.

International Migration Review. Quarterly. $19.50/year.

Keely, Charles B. and Silvano M. Tomasi. *The Disposable Worker: Historical and Comparative Perspectives on Clandestine Migration.* 1976. $1.00.

Kubat, Daniel. *The Politics of Migration Policies, The First World in the 1970's.* 1978.

Linkh, Richard M. *American Catholicism and European Immigrants (1900-1924).* 1975. $7.95.

Migration Today. Bimonthly. $5.00/year.

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Chicano, #A-2.

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Puerto Rican and Proud, Bilingual, #F-9.
Chicano and Proud, Bilingual, #F-10.
Black Women Are Proud, #F-11.
Black American Freedon Fighters, #F-12.

Racism and Sexism in Children's Books. #B-1. $2.50.

Racism in Career Education Materials. #B-2. $2.50.

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From Racism to Pluralism. #G-1. Filmstrip; Discussion Guide; and Curriculum Kit. $32.50.

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Test Your Textbooks. #F-15. 10 for $1.00; 30 for $2.00; 100 for $5.00.

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Minorities and the Police, #F-2.
Minorities and Jobs, #F-3.
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APPENDIX A

POSITION STATEMENTS OF SIX ORGANIZATIONS

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

from
"No One Model American," a Statement Adopted in November 1972
by the AACTE Board of Directors

Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.

To endorse cultural pluralism is to endorse the principle that there is no one model American. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens. It is to see these differences as a positive force in the continuing development of a society which professes a wholesome respect for the intrinsic worth of every individual. Cultural pluralism is more than a temporary accommodation to placate racial and ethnic minorities. It is a concept that aims toward a heightened sense of being and of wholeness of the entire society based on the unique strengths of each of its parts.

Cultural pluralism rejects both assimilation and separatism as ultimate goals. The positive elements of a culturally pluralistic society will be realized only if there is a healthy interaction among the diverse groups which comprise the nation's citizenry. Such interaction enables all to share in the richness of American's multicultural heritage. Such interaction provides a means for coping with intercultural tensions that are natural and cannot be avoided in a growing, dynamic society. To accept cultural pluralism is to recognize that no group lives in a vacuum--that each group exists as part of an interrelated whole.

If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at every level. Education for cultural pluralism includes four major thrusts: (1) the teaching of values which support cultural diversity and individual uniqueness; (2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socioeconomic and political life; (3) the support of explorations in alternative and emerging life styles; and (4) the encouragement of multiculturalism, multilingualism and multidialectism. While schools must insure that all students are assisted in developing their skills to function effectively in society, such a commitment should not imply or permit the denigration of cultural differences.

Educational institutions play a major role in shaping the attitudes and beliefs of the nation's youth. These institutions bear the heavy task of preparing each generation to assume the rights and responsibilities of adult life. In helping the transition to a society that values cultural pluralism, educational institutions must provide leadership for the development of individual worth and

dignity as fundamental tenets. This provision means that schools and colleges must assure that their total educational process and educational content reflect a commitment to cultural pluralism. In addition, special emphasis programs must be provided where all students are helped to understand that being different connotes neither superiority nor inferiority; programs where students of various social and ethnic backgrounds may learn freely from one another; programs that help different minority students understand who they are, where they are going, and how they can make their contribution to the society in which they live.

Colleges and universities engaged in the preparation of teachers have a central role in the positive development of our culturally pluralistic society. If cultural pluralism is to become an integral part of the educational process, teachers and personnel must be prepared in an environment where the commitment to multicultural education is evident. Evidence of this commitment includes such factors as a faculty and staff of multiethnic and multiracial character, a student body that is representative of the culturally diverse nature of the community being served, and a culturally pluralistic curriculum that accurately represents the diverse multicultural nature of American society.

Multicultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers.

Multicultural education reaches beyond awareness and understanding of cultural differences. More important that the acceptance and support of these differences is the recognition of the right of these different cultures to exist. The goal of cultural pluralism can be achieved only if there is full recognition of cultural differences and an effective educational program that makes cultural equality real and meaningful. The attainment of this goal will bring a richness and quality of life that would be a long step toward realizing the democratic ideals so nobly proclaimed by the founding fathers of this nation.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

from
1977 AASA Platform and Resolutions

GENERAL SCHOOL CONCERNS.

20. School Integration. AASA believes integrated schools are the best preparation for participation in America's pluralistic society. School administrators have a moral and legal responsibility to provide affirmative leadership, not only to desegregate schools, but also to integrate students, staffs, curriculum and activities.

AASA calls upon school administrators to continue to be resourceful and to provide leadership in developing means for integrating schools. School administrators must work with other organizations to establish open housing, equal employment opportunities, economic security and full social participation.

AASA urges federal, state and local housing agencies which have responsibility for the construction of public and subsidized housing units to adopt policies and make decisions relating to the location of such projects that will enhance the integration of schools.

AASA supports transportation as one method of correcting racial and economic isolation of students. AASA supports the use of additional federal as well as state and local funds for this purpose.

AASA condemns the formation of private schools established solely for the purpose of permitting parents to evade school desegration.

AASA commends the efforts of non-public school administrators who have refused to allow their schools to be used by those who seek to evade the desegregation of America's schools.

24. Native Americans. AASA recognizes the complexity and diversity of the Native American population throughout the nation, and in this recognition realizes that Native Americans must be involved in local decision making regarding schools operating with public funds.

EDUCATIONAL/INSTRUCTIONAL PROGRAMS

28. International Education. AASA urges the establishment of educational programs which:

- Reflect an international point of view and engender respect for and appreciation of the diversity of the world's cultures and its people.

- Promote knowledge concerning various peoples and problems that relate to the world community.

AASA further urges better communication among the educational communities of the world.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

from
ASCD's *Multicultural Education: Commitments, Issues, and Applications,*
A Statement of the ASCD Multicultural Education Commission

ASCD's commitment to multicultural education emanates from the realities of life in the United States. It also emerges from the Association's consistent affirmation of democratic processes and humanistic ideals.

We live in a culturally pluralistic society. With the increasing complexity and interdependence of economic, political, and social affairs, similarities and differences among cultural groups become more pronounced. A single national culture is no longer acceptable as a feasible concept for educational processes and interpersonal behavior. A dynamic realignment of political and economic power among various interest groups in our country and among world nations emphasizes the need for increased understanding of ourselves and others.

Attempts to understand "other" people and bases for "others" decisions, intentions, and values must be broadened beyond historically monocultural perspectives. Shifting balances of power reduce abilities of adherents of the dominant culture to control their own destinies, as well as those of "others." This fact certainly necessitates a deeper reexamination of "others" if we are to understand and coexist with them. Life in a culturally pluralistic society requires fundamental changes in educational philosophies, processes, and practices. We might consider these as basic needs for human renewal.

An initial step toward human renewal must emphasize that many different cultures exist in the United States. It must also include a recognition of their right to exist, and an acceptance of the fact that they represent humanity's potential in a very altruistic sense.

Human renewal must further recognize the validity and viability of cultural diversity. As educators, we must strive to understand cultural pluralism and develop an empathy for more than the obvious "trappings" that might characterize a culture. It is therefore time to translate our concern for individual development into the more difficult task of understanding invididuals within the context of their cultural group experiences.

As we accept the realities of cultural pluralism, a growing recognition of the worth, dignity, and integrity of each individual becomes defined in behavior--in the cultural context of each individual. Thus, our concern for maximizing individual development of human potential must increasingly be viewed as a continually emerging and evolving one, shaped by different cultural contexts, which nourish the growth and development of the individual. There is no single criterion of human potential applicable to all. Instead, complex and varied sets of coherent values, motives, attitudes, and attributes--which determine behavior patterns--exist among cultural groups. Added to this is the effect of economic, political, and social racism toward nonwhite minority groups. All of these factors must be considered in our efforts to design opportunities for educational experiences that will maximize human dignity and potential for all individual students.

Different cultural and social environments have determining influences on individual perception and behavior. Two such environments are our early-life experiences and our technological society. The earliest associations of a child form the basis of his/her cultural heritage. Cultural heritage is the essence of relationship patterns, linguistic and expressive communication, and the fundamental values and attitudes through which each child grows. To ignore, or invalidate this living experience for any individual is, in effect, to distort and dimish the possibilities for developing that person's potential.

The growing impact of the complexity of life in our highly technological and industrialized society necessitates recognition of cultural pluralism, and should foster active efforts for its positive perpetuation. We are all in danger of being alienated, bureaucratized, and depersonalized by the rationality of the ethos of industrial technology. Not only are ethnic minorities being deculturalized and dehumanized, but all of us are being sized and fitted to sets of specifications that are essentially depersonalizing and destructive to human individuality. In a very real sense, members of the majority culture or dominant segment of society are just as invalidated as individuals as are members of minority groups and cultures All face the superstructure of technological-industrial-economic rationality. Cultural pluralism emerges not only as a social fact, but also as a positive ideal to preserve the integrity of all individuals. It is necessary for the development of a more humane society through democratic processes.

DEFINITION

ASCD's commitment to cultural pluralism evolves from a concern for more valid educational futures, and a realization of the social and cultural changes taking place in our society. Cultural pluralism is neither the traditionalist's separatism nor the assimilationist's melting pot. It is a composite that recognizes the uniqueness and value of every culture. Cultural pluralism acknowleges that no group lives in isolation, but that, instead, each group influences and is influenced by others.

In educational terms, the recognition of cultural pluralism has been labeled "multicultural education." The essential goals of multicultural education embrace: (a) recognizing and prizing diversity; (b) developing greater understanding of other cultural patterns; (c) respecting individuals of all cultures; and (d) developing positive and productive interaction among people and among experiences of diverse cultural groups.

Multicultural education, as interpreted by ASCD, is a humanistic concept based on the strength of diversity, human rights, social justice, and alternative life choices for all people. It is mandatory for quality education. It includes curricular, instructional, administrative, and environmental efforts to help students avail themselves of as many models, alternatives, and opportunities as possible from the full spectrum of our cultures. This education permits individual development in any culture. Each individual simultaneously becomes aware that every group (ethnic, cultural, social, and racial) exists autonomously as a part of an interrelated and interdependent societal whole. Thus, the individual is encouraged to develop social skills that will enable movement among and cooperation with other cultural communities and groups.

Multicultural education goes beyond an understanding and acceptance of different cultures. It recognizes the right of different cultures to exist, as separate and distinct entities, and acknowledges thier contribution to the societal entity. It evolves from fundamental understandings of the interaction of divergent

cultures within the culture of the United States. If multicultural education is to achieve its goals, the concepts that constitute its foundations must pervade the educational experiences of all students.

The concepts of multicultural education seem rather familiar--and they are. What is new is contextual in nature, a sifting and winnowing to understand these goals in cultural terms. What previously seemed appropriate goals in terms of individuals now gain in perspective by looking at individuals in the context of cultural realities (including both origins and experiences).

The major application factor for multicultural education concerns the quality of the interaction--that which characterizes content and context of the school in relation to each child's unique cultural group reality. The critical commitment must be to diversification, since without this acceptance and its deliberate advancement, there is little hope of building greater understanding or greater respect for individuals. Therefore, the heart of multicultural education pertains to the interactional dimensions of human behavior, and the development of effective skills to facilitate such functioning. Multicultural education can be addressed by the type of interaction that is encouraged and structures in the schools' curricula and environment. It includes the broadest range of potential human interaction, both in content and context.

Multicultural education emphasizes the development of communication skills to enable cross-cultural and inter-ethnic group interaction. It endorses the development of perceptual, analytical, and application skills, which can be applied in both formal and informal, personal and institutional settings. It also places a high priority on developing abilities to make dependable, responsible decisions, and to gain, maintain, and exercise political power. The concern for multicultural education is fundamentally a concern for maximizing individual ability--to use communicative and interactional skills to improve the quality of life in a culturally pluralistic, multiracial, and highly technological society.

APPLICATION

In practical terms, ASCD's application of multicultural education calls for an examination of educational content and processes. ASCD's goals include the creation and advancement of understanding, along with a respect for differences that can lead to an altruistic development of human potential. A number of suggestions are apparent at both content and process levels. The following suggestions are clearly illustrative and are not intended to be comprehensive:

1. Examine text materials for evidence of racism, classism, sexism, and realistic treatment of cultural pluralism in American society.
2. Develop new curricula for all levels of schooling--curricula that enhance and promote cultural diversity.
3. Provide opportunities to learn about and interact with a variety of ethnic groups and cultural experiences.
4. Include the study of concepts from the humanistic and behavioral sciences, which are applicable for understanding human behavior.
5. Organize curricula around universal human concerns, which transcend usual subject-matter disciplines; bring multicultural perspectives to bear in the study of such issues.
6. Broaden the kinds of inquiry used in the school to incorporate and facilitate the learning of more humanistic modes of inquiry.

7. Create school environments that radiate cultural diversity.
8. Maximize the school as a multicultural setting, with the idea of utilizing the positive contributions of all groups to accomplish common tasks and not just to reduce deficiencies for the deprived.
9. Recognize and utilize bilingualism as a positive contribution to the communication process, and include bilingual programs of instruction for monolingual children.
10. Examine rules, norms, and procedures of students and staff with the purpose of facilitating the development of learning strategies and techniques that do not penalize and stigmatize diversity, but rather, encourage and prize it.
11. Institute a system of shared governance in the schools, in which all groups can enter equally in the learning and practice of democratic procedures.
12. Organize time, space, personnel, and resources to facilitate the maximum probability and flexibility of alternative experiences for all youngsters.
13. Institute staffing patterns (involving both instructional and non-instructional positions) that reflect our culturally pluralistic and multiracial society.
14. Design and implement preservice and inservice programs to improve staff ability to successfully implement multicultural education.

ASCD is committed to the mandates of multicultural education. The Association endorses the reality of cultural pluralism, as well as the potential for the advancement of human life through the acceptance and prizing of diversity, which makes possible greater understanding among groups, with respect for individuals. It recognizes that specific and concrete commitments must be an integral part of all ASCD's activities, and of the entire educational enterprise, if we are to more effectively advance the cause of social functioning and educational proficiency for our diverse population.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

from
The NAESP Platform, 1978

MULTIETHNICITY. NAESP urges state and local associations to lead the way in assuring that the opportunity of a multiethnic curriculum is provided to every child and that staff be provided the necessary professional development programs to enable them to implement effectively a multiethnic curriculum in their schools (1974).

ENGLISH AS A SECOND LANGUAGE. NAESP strongly recommends that elementary school principals exert their leadership at the local and state levels to assist in the design and development of programs in English as a second language. The Association further recommends that elementary school principals be involved in the establishment of objectives to meet the educational needs of these students throughout the school program. (1975)

HUMAN RELATIONS. NAESP believes that a primary purpose of education is to provide for optimal development of each student regardless of ability, past experiences, race or social and economic status.

Elementary school principals must lead the way in developing programs aimed at creating constructive and cooperative relationship among all people. Such programs should involve parents, teachers and students in establishing realistic goals and objectives to facilitate improved self-concepts and in developing understanding and positive regard for others. (1970, 1971, 1972)

DISCRIMINATORY PRACTICES. NAESP emphasizes its dedication to the principle of equal rights and the elimination of prejudice, bigotry and discrimination in classroom assignments, school admission practices, professional association membership and appointment or promotion to elementary school principalships and other administrative positions. (1970, 1971, 1972, 1973)

AFFIRMATIVE ACTION. NAESP supports the development of local plans for implementation of affirmative action as suggested within guidelines established by federal legislation.

These plans must contain equal opportunity for the employment and training of all individuals--e.g., minorities, women, the handicapped--in all categories of school district employment.

NAESP recommends that elementary school principals be actively involved in developing and carrying out local affirmative action plans. (1975)

from
The "Goals of NAESP," Adopted April 1976

1. A Positive Self-Image for Every Child.

The highest priority of the Association is to focus all its skills and resources toward helping principals provide an environment for living and

learning that will assure that each child will develop a positive self-image and strengthen his feelings of self-worth so that he will experience success in his society.

The varied living styles, abilities, ethnic heritage, and backgrounds of children, the differing strengths of teachers, and the resources and materials available to teachers, would all be taken into consideration in promoting a multi-learning school concerned with each child.

Suggestions:

1. Publications, field services, and meetings of the Association will stress this goal as the highest priority whenever appropriate.
2. Press releases by the Association will take positions on federal legislation and on activities that could affect the welfare of children.
3. Cooperative publications and activities that enhance the image of the child will be undertaken and encouraged with other educational and parental groups.

2. An Equal Opportunity for Every Child.

A primary goal of the Association is that schools provide an ideal climate in which children, during their formative school years, regardless of race, ethnic background, religion, or geographic location, can learn to understand, appreciate, and value both the similarities and the differences in people. The curriculum, instructional materials, and staff assignments should be formulated to assure an equal opportunity for every child.

Suggestions:

1. Spotlight outstanding social studies and human relations programs that would help achieve this goal.
2. Demonstrate through NAESP programs that we subscribe to this goal for ourselves as well as for our children.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

from
NCTE's Task Force on Racism and Bias in the Teaching of English

One of the original charges to the Task Force was to provide a set of guidelines for teachers, textbook selection committees, publishers, and others involved in the teaching of English. During its first year, it developed the "Criteria for Teaching Materials in Reading and Literature" adopted in 1970 by the Board of Directors as NCTE policy.

The statement is a positive response to the educational objective and the social and cultural concern that the truth and reality of our nation's history and literature be embodied in its texts and other teaching materials, and that includes the fact of the racial and ethnic diversity of its peoples.

The first of the seven criteria is: "Literature anthologies intended as basic texts and having inclusive titles and/or introductions must commit themselves to fair (more than token representation) and balanced (reflecting diversity of style, subject matter, and social and cultural view) inclusion of the work of non-white minority group members. This includes, but is not limited to the following:

- Collections embracing the whole of American literature
- Collections of generic materials
- Collections of materials from a given historical period
- Collections of materials from a given geographic region

To do less than this is to imply that non-white minority groups are less capable, less worthly, less significant than white American writers.

STUDENT NATIONAL EDUCATION ASSOCIATION

from
1978 Governance Documents

R-1 IMPROVEMENT OF INSTRUCTIONS.

The SNEA believes that a prime responsibility of preprofessional associations is to stimulate significant improvements in the quality of instruction. College students as consumers of education should be involved in the democratic decision-making that causes educational change. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist students in this role.

The Association urges the profession to establish standards for educational materials and provide for field-testing to determine their effectiveness.

The Association endorses affirmative action plans that establish procedures and a timetable for eliminating racism and sexism in the curriculum.

R-2 BILINGUAL-MULTICULTURAL EDUCATION.

The SNEA supports appropriate legislation that requires bilingual-multicultural education according to educational need.

The Association believes that educational materials and processes should accurately portray cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and preparing teachers for their use.

R-6 HUMAN RELATIONS IN THE SCHOOL

The SNEA believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association supports:

a. School recruitment policies that will ensure culturally diverse certification and support staff.
b. The reduction of class size.
c. Research and development of means to reduce prejudiced behavior.

R-33 HUMAN AND CIVIL RIGHTS

The SNEA supports legislation to guarantee teachers and college students full civil, human, and political rights as citizens.

The Association also believes in ethnic minority guarantees as a first step in programs to actively recruit and involve ethnic minority students.

R-38 MINORITY SCHOLARSHIPS

The SNEA believes that one way to increase minority involvement is through scholarships. The program should allow for increase in the scholarships as the cost of education rises.

APPENDIX B

The Survey Instrument and Transmittal Letter

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

November 4, 1977

Dear Executive Director:

The American Association of Colleges for Teacher Education (AACTE) is undertaking a survey of the Multicultural Education activities being undertaken by professional associations. This survey is prompted first by the long term commitment of AACTE, through its Commission on Multicultural Education, to assist Colleges and Universities in the Preparation of education personnel for a culturally pluralistic and ethnically diverse society. Second, recent changes in the Accreditation Standards of the National Council for the Accreditation of Teacher Education (NCATE) require greater institutional focus on Multicultural Education in all phases of its Teacher Education Program. It is imperative therefore, that resources on Multicultural Education be identified and disseminated for the benefit of teacher educators.

The findings of this survey will be incorporated in a report which will include an analysis of Multicultural and Bilingual Education efforts in teacher education institutions and state regulations and guidelines on Multicultural/Bilingual Education. The report, to be disseminated in early 1978, will be of considerable value to institutions whose programs and organization reflect a multicultural perspective as well as to those who are planning to do so. In addition, these findings will be utilized in a leadership training institute to be conducted later this year. Your response will make an important contribution to this national effort to improve the quality of Teacher Education.

THE SURVEY INSTRUMENT

This instrument is designed to ascertain the extent to which professional associations are providing resources for Multicultural Education. The information collected from this survey will be used in the compilation of a " State of the Scene" Report and in the preparation of leadership training institutes for teacher educators.

If your organization is not involved in any Multicultural/Bilingual Education activities, please indicate that on the survey and return it to AACTE. Please return the survey in the self-addressed, enclosed envelope to AACTE by November 18, 1977. If you have questions concerning the survey, please contact Donna Gollnick at AACTE, 202-293-2450.

Your assistance in completing this survey is sincerely appreciated.

Sincerely yours,

Frank H. Klassen
Director, Multicultural Programs
Associate Director, AACTE

Enc.
FHK/my

Fall 1977

SURVEY of MULTICULTURAL EDUCATION in Professional Associations

Conducted by

THE COMMISSION ON MULTICULTURAL EDUCATION of the
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Edward C. Pomeroy, Executive Director
Tomas Arciniega, Commission Chairman
Frank Klassen, Associate Director

One Dupont Circle
Washington, D.C. 20036
202-293-2450

DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

Please complete the following five questions as indicated in the question. The respondent may call Donna Gollnick at 202-293-2450 to obtain additional information or clarification. Please return the questionnaire in the enclosed self-addressed envelope by November 18th to AACTE.

DEFINITION OF TERMS USED IN THIS QUESTIONNAIRE

MULTICULTURAL EDUCATION is an educational concept which values the culturally pluralistic nature of the United States and thus the community and student population that schools serve. The following definition is taken from the preamble to Standard 2.1.1 of the 1977 *STANDARDS FOR THE ACCREDITATION OF TEACHER EDUCATION:*

> Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

BILINGUAL EDUCATION is recognized as an integral part of the multicultural education concept. It is defined separately for this survey, however, because it is distinguished by the dimension of two languages as well as cultural diversity. Bilingual education utilized both English and the native languages of students in the school program and also provides experiences for learning about the cultural heritage of the non-English speaking ethnic group. These programs may range form transitional programs aimed at having students learning English after several years to a multilingual/multicultural program in which students learn to function totally in two languages and cultures.

SUPPLEMENTARY MATERIALS

We would appreciate your supplementing your response to this questionnaire with any materials (statements of purpose, pamphlets, publications, etc.) describing the multicultural education activities currently underway or planned by your organization. Please send documents separately to the Ethnic Heritage Center, AACTE, Suite 610, One Dupont Circle, Washington, D.C. 20036.

For purposes of follow-up and/or amplification of your organization's response, AACTE would like the following information about the individual who assumed major responsibility for preparing this report:

NAME OF PRINCIPAL RESPONDENT _____

TITLE _____ ORGANIZATION _____

TELEPHONE _____

1. Please indicate which of the following groups compose the membership of your organization. Check all that apply.

( ) Preschool Teachers
( ) Elementary Teachers
( ) Secondary Teachers
( ) Preschool/Elementary School Administrators
( ) Secondary School Administrators
( ) College Professors
( ) College Administrators
( ) Undergraduate Students
( ) Graduate Students
( ) Community Leaders
Others (please specify)

_____

_____

2. Please indicate the extent of your organization's involvement in multicultural and bilingual education. Check all that apply.

Multicultural	Bilingual	
( )	( )	Have adopted a position statement
( )	( )	Convene task force(s) or committee(s) with responsibility for this area
( )	( )	Conduct research and development activities
( )	( )	Have staff members assigned to implement activities
( )	( )	Publish books or monographs
( )	( )	Prepare curriculum or teacher resource materials for preschool level
( )	( )	Prepare curriculum or teacher resource materials for elementary level
( )	( )	Prepare curriculum or teacher resource materials for secondary level
( )	( )	Prepare curriculum or teacher resource materials for college level
( )	( )	Publish article(s) in official journal or newsletter
( )	( )	Emphasize in at least one session at the annual meeting
( )	( )	Sponsor workshops or institutes
( )	( )	Provide consultation on development of proposals and research designs for submission to federal agencies
( )	( )	Catalogue information about funding agencies to disseminate
( )	( )	Facilitate the dissemination of information about operationally and programmatically successful programs
( )	( )	Maintain a consultative service
( )	( )	Provide a clearinghouse for informational, research and analytical studies
( )	( )	Provide information about federal and state legislation
( )	( )	Other (please specify)

_____

_____

IF YOU HAVE PUBLISHED MATERIALS RELATED TO MULTICULTURAL EDUCATION, PLEASE LIST THE REFERENCES ON THE BACK OR SEND A PUBLICATIONS LIST. IF POSSIBLE, WE WOULD APPRECIATE YOUR SUPPLEMENTING THIS QUESTIONNAIRE WITH THESE MATERIALS.

3. Please indicate the target ethnic or language groups addressed by your organization in their multicultural/bilingual education activities.

_____

_____

_____

4. Please indicate from where the financial support for the activities listed above comes Check all that apply.

( ) Membership Dues
( ) U.S.O.E.
( ) Other Federal Funds
( ) . Private Foundations
( ) Other (please specify)

_____

_____

5. Please describe the expected focus of your organization's multicultural education activities during the coming year.